Presentation Outline

- Activating Prior Knowledge

- Purpose

- Who uses the Benchmarks

- When are the Benchmarks Used

- Benchmarks Organization

- Understanding Communicative Competence

- Understanding BICS and CALP

- Understanding Language Strands

- Tracking and Reporting

Activating Prior Knowledge Levels of Language

Sort these sentences from simple to more complex vocabulary:

kind!

- He is extremely compassionate and sympathetic.
- He is kind and gentle!
- Her benevolent actions are admirable.
- She's nice.
- She is thoughtful and considerate.

Activating Prior Knowledge
Levels of Language Debrief

- She's nice.

- He is kind and gentle!

- She is thoughtful and considerate.

- He is extremely compassionate and sympathetic.

- Her benevolent actions are admirable.

Kind!

Activating Prior Knowledge

- If everyone understands kind, why is it important to know, understand and use other words?

- Kind can mean more than "nice". It also means: type, manner, style, nature, form, hue, category, class.

- Why is knowing words have multiple meanings important?

- What are the implications for English language learners?

- Why is it important for teachers to understand varying degrees of language proficiency?

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Purpose of ESL Benchmarks

- Provide descriptions of language ability demonstrated at each proficiency level

- Support initial identification of language proficiency level

- Guide effective instruction and program planning for English language learners

Purpose of ESL Benchmarks

The Benchmarks support teachers in:

- monitoring and reporting progress

- planning for explicit language instruction within everyday classroom learning

- communicating with students and parents to develop an understanding of language proficiency

Who can use the ESL Benchmarks?

- All teachers of English language learners
- ESL coordinators, consultants and specialists
- Resource teachers
- School administrators

When are the Benchmarks used?

Each jurisdiction or school will determine at what points during the school year that the benchmarks will be used.

When are the Benchmarks used?

Ideally, the Benchmarks will be used for:

- intake assessment to establish initial language proficiency, appropriate programs and instructional starting points
- language proficiency levels at each reporting period
- monitoring of language proficiency throughout school year.

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Benchmarks Organization

- grade-level divisions
- language strands
- Swain's Communicative Competence

Grade-level Divisions

- Kindergarten
- Grades 1-3
- Grades 4-6
- Grades 7-9
- Grades 10-12

Levels of Proficiency

- Level 1 – Beginning
- Level 2 – Developing
- Level 3 – Expanding
- Level 4 – Bridging
- Level 5 – Extending

Levels of Proficiency

The levels "staircase":

	Benchmark Levels								
Kindergarten	1	2	3	4	5				
Division I Gr. 1 to 3		1	2	3	4	5			
Division II Gr. 4 to 6			1	2	3	4	5		
Division III Gr. 7 to 9				1	2	3	4	5	
Division IV Gr. 10 to 12					1	2	3	4	5

Language Strands

- Listening

- Speaking

- Reading

- Writing

Benchmarks Grades 1-12

<u>Listening</u> Linguistic Strategic Socio-Linguistic Discourse *Auditory Discrimination*	**<u>Reading</u>** Linguistic Strategic Socio-Linguistic Discourse *Fluency*
<u>Speaking</u> Linguistic Strategic Socio-Linguistic Discourse *Pronunciation*	**<u>Writing</u>** Linguistic Strategic Socio-Linguistic Discourse *Editing*

Note: Kindergarten deals with Speaking and Listening only.

Linguistic

Understanding and using:

- vocabulary
- language conventions (grammar, punctuation and spelling)
- syntax (e.g., sentence structure)

Strategic

Using techniques for:

- overcoming language gaps
- planning and assessing the effectiveness of communication
- achieving conversational fluency
- modifying text for audience and purpose

Communicative Competence

"the ability to recognize and produce authentic and appropriate language in social and academic settings"

Having awareness of:

- social rules of language (e.g., formality, politeness, directness)
- nonverbal behaviours
- cultural references (e.g., idioms, expressions, background knowledge)

Socio-linguistic

Understanding how ideas are connected through:

- patterns of organization
- cohesive and transitional devices

Discourse

Swain's Communicative Competence

Match the statement to the correct communicative competency.

A. Linguistic
B. Socio-Linguistic
C. Discourse
D. Strategic

1. Knowing a formal from informal situation

2. Knowing how to close a conversation

3. Knowing when to use and, or, but, however, if… then, etc.

4. Knowing when "pitch" means a "tune" or "throw"

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Linguistic Competence

Listening	Speaking
Knowledge of how:	Knowledge of:
•words are segmented into discrete sounds	• the basic sounds of letters and syllables
•stress is placed on words to help convey the meaning of a message.	•pronunciation of words, intonation and stress.
	•rules of word formation and sentence formation.

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Linguistic Competence

Reading	Writing
Knowledge of:	Knowledge of:
•vocabulary, punctuation, phonological awareness and decoding skills	•grammar, vocabulary and the mechanics of the language
•linguistic structures to understand text.	• how sentence structure and word choice impact author's voice.

Linguistic Competence

Identify the features of Linguistic competence:

"The red fox scampered across the barren field until it came upon a small opening underneath a ledge. The opening was sheltered by a rock and the ledge and it was up on a little knoll. It was the perfect spot for a burrow so the fox began to dig."

Linguistic Competence

Vocabulary = Red,

Grammar = Green

Syntax = underlined

"The red fox scampered across the barren field until it came upon a small opening underneath a ledge. Up on a little knoll, it was sheltered by a rock and the grass on the ledge. It was the perfect spot for a burrow so the fox began to dig."

Strategic Competence

Listening

Bottom-up skills involve getting meaning from:
- discrete sounds
- individual syllables
- separate words

Top-down processing skills involve getting meaning from:
- broad contextual clues
- background knowledge.

Speaking

Speakers master talk techniques using strategies such as:
- paraphrasing
- redirecting
- clarifying
- sustaining
- stalling
- avoiding

Strategic Competence

Reading	Writing
Readers compensate for missing knowledge though applying cueing systems such as: • graph-phonemic • syntactic • semantic • context	A strategic writer creates text appropriate to: • purpose • voice • audience • form • occasion.

Strategic Competence

Match to the strand:

Listening
Speaking
Reading
Writing

Strategies

- Using context cues
- Paraphrasing
- Copying
- Nodding
- Asking a clarifying question
- Summarizing
- Word analysis
- Revise word choice

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Strategic Competence

Match to the strand:

Listening
•Nodding
•Asking a clarifying question

Speaking
•Paraphrasing
•Summarizing

Reading
• Using context cues
• Word analysis

Writing
• Copying
• Revise word choice

Strategic Competence

Match to the strand:

Strategies

Listening
- Nodding
- Asking a clarifying question

Speaking
- Paraphrasing
- Summarizing

Reading
- Using context cues
- Word analysis

Writing
- Copying
- Revise word choice

Socio-Linguistic Competence

Listening	Speaking
The skilled listener knows when it is appropriate to: • comment • ask questions • respond non-verbally	The speaker uses appropriate language to: • apologize • compliment • agree/disagree • summarize • persuade Speech is adjusted according to context; (e.g., formal, informal, neutral.)

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Socio-Linguistic Competence

Reading	Writing
The reader applies rules and principles to understand: • author's purpose • genre • level of formality Reading includes knowledge of: • allusion • metaphors • idioms • figurative language	The writer is able to vary the use of language in terms of: • audience • purpose • genre • topic • degree of formality

Socio-Linguistic Competence

True or False:

A person shows socio-linguistic competence when he or she:

- Calls a friend 'sir' or 'ma'am'
- Nods and makes eye contact when listening
- Waits for the speaker to pause before interjecting
- Expresses disagreement by shouting, "you're wrong!"
- Uses a thesaurus to find synonyms
- Understands all books and texts literally
- Writes e-jargon (LOL, u) in an essay
- Addresses a letter, dates it and addresses it according to business and personal letter standards

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Discourse Competence

Listening	Speaking
Knowledge of cohesive and transitional devices appropriate to: • audience • purpose • genre • topic A competent listener is able to predict and to anticipate what will follow.	Knowledge of cohesive and transitional devices that demonstrate relationships of ideas such as: • time • location • cause and effect • contrast • condition • emphasis

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Discourse Competence

Reading	Writing
Readers develop comprehension through understanding relationships of ideas and identifying various connectors such as: • reference • substitution • ellipsis • conjunction • repetition	Knowledge of transitional devices that connect one element in a text with another such as: • reference • substitution • ellipsis • conjunction • repetition

Discourse Competence

Identify the features of discourse competence:

"At dawn, the red fox scampered across the barren field until it came upon a small opening underneath a ledge. The opening was sheltered by a rock and the ledge and it was up on a little knoll. It was the perfect spot for a burrow so the fox began to dig."

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Discourse Competence

Identify the features of discourse competence:

"At dawn, the red fox scampered across the barren field until it came upon a small opening underneath a ledge. The opening was sheltered by a rock and the ledge and it was up on a little knoll. It was the perfect spot for a burrow so the fox began to dig."

Cummins' BICS and CALP

BICS Basic Interpersonal Communication Skills	CALP Cognitive Academic Linguistic Proficiency
takes 1 or 2 years to acquire	takes 5 to 10 years to acquire
social language	academic language
high-frequency vocabulary	low-frequency vocabulary
simple language structures	complex language structures
context embedded (e.g., meanings are concrete and supported by extra-linguistic cues such as gestures, objects and actions)	context reduced (e.g., meanings are abstract so extra-linguistic cues are not readily available and must be constructed through scaffolded language)
Concrete contexts	abstract contexts
Often low-pressure situations	Often high-pressure situations

Cummins' BICS and CALP

- Is the speaker demonstrating BICS or CALP?
  1. I go to store last day.
  2. That theory is debatable.
  3. The leaves have a stem and an apex.
  4. Photosynthesis is the process that uses energy from sunlight to convert carbon dioxide into organic compounds.
  5. Don't put all your eggs in one basket.
  6. What does it feel like when you volunteer?

B.3. Cummin's BICS and CALP

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    6. What does it feel like when you volunteer?

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Cummins' BICS and CALP

Language	Level 1	Level 2	Level 3	Level 4	Level 5
Social (BICS)					
Academic (CALP)					

- At the lower proficiency levels, students rely on BICS.

- As they gain proficiency, they steadily acquire CALP and they rely more and more on CALP for their academic success.

Listening

Listening is the first way in which English language learners involve themselves in the language learning process.

Listening involves hearing, processing and interpreting spoken words by distinguishing:

- sound
- rate
- pitch
- volume
- tone

as part of the communication process.

Listening

Auditory discrimination is the ability to:

- hear specific sounds and words
- recognize changes in tone and other nuances of spoken English.

Listening - Questioning

Listening involves understanding questions.

Questions can be:
- literal or figurative
- open-ended or closed.

Question Sequence
- Yes/No
- Either/or
- Who, what, where, when, how many
- Open-ended, Why? How?
- Hypothetical
- Inference
- Implied Meaning

Listening – Question Sort

Listening involves responding to questions.

Sort the questions in the blue box on the right from easiest to more complex

- What would happen if people didn't get all their basic needs met?

- Is water a need?

- How is having clothing an example of a want?

- What is a need?

- Should the U.N. ensure all countries have their basic needs met?

- What is the difference between a need and a want?

Listening – Question Sort

Answers sorted

- Is water a need?
- What is a need?
- How is having clothing an example of a want?
- What is the difference between a need and a want?
- What would happen if people didn't get all their basic needs met?
- Should the U.N. ensure all countries have their basic needs met?

Listening – Question Sort

Match the questions to the Benchmark descriptors.

- Is water a need?
- What is a need?
- How is having clothing an example of a want?
- What is the difference between a need and a want?
- What would happen if people didn't get all their basic needs met?
- Should the U.N. ensure all countries have their basic needs met?

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Speaking

Speaking is a vital component of language learning that incorporates verbal communication elements such as:

- intonation
- timing
- inflection
- speed
- rhythm
- pausing
- nonverbal elements

to support verbal communication, such as gesturing and facial expressions.

Speaking

Pronunciation involves the ability to effectively produce the sounds and intonations of English so that the speaker is understood. *Accents are expected and accepted.*

Speaking- Language Identification

What do you notice about these statements?

- Animal eat plant.

- Herbivores is animals that eat plants.

- Black bears are omnivores because they feed on plant or other animals.

- Carnivores hunt herbivores and omnivores in a variety of food chains.

- Carnivores, omnivores and herbivores are part of the energy cycle where producers, consumers and decomposers transfer the sun's energy.

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Speaking - Language Identification

What was noticed:

- Vocabulary
  - descriptive
  - determiners (a, an, the)
  - naming (BICS or CALP)
- Sentence length (syntax)
- Grammar
- Cohesive devices (and, where, then)
- Errors
- Pronunciation

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Speaking

Vocabulary, grammar, discourse

- Animal eat plant.
- Herbivores is animals that eat plants.
- Black bears are omnivores because they feed on plant or other animals.
- Carnivores hunt herbivores and omnivores in a variety of food chains.
- Carnivores, omnivores and herbivores are part of the energy cycle where producers, consumers and decomposers transfer the sun's energy.

Speaking – Level Match

Black bears are omnivores because they feed on plant or other animals.

Revised for K: Black bears eat plants and animals.

- Look at the Benchmarks in speaking
- Look at the competency Linguistic Vocabulary for your division
- Read across levels 1-5
- What level is the vocabulary for this sentence?

Speaking – Level Match

Black bears are omnivores because they feed on plant or other animals.

Revised for K: Black bears eat plants and animals.

- K = Level 5 (content high)
- Gr. 1 – 3 = Level 4
- Gr. 4 – 6 = Level 3
- Gr. 7 – 9 = Level 2
- Gr. 10 – 12 = Level 2

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Reading

The process of **reading** involves:

- decoding (recognizing and understanding letters, numbers and symbols and how they are used to form words and represent ideas)
- comprehension (constructing meaning from words, numbers and symbols in different contexts)

Fluency relates to the rate, ease and accuracy with which a student decodes and comprehends a text in English.

Reading – Language Identification

Look at the sample of text.

What language features do you notice?

In the spring, the adult lays eggs on a leaf. When the eggs hatch, tiny little caterpillars emerge and begin to eat. This is the larva stage.

Reading – Language Identification

What is the ESL proficiency level required to read this for the grade (s) you are teaching?

Vocabulary, grammar, discourse

In the spring, the adult lays eggs on a leaf. When the eggs hatch, tiny little caterpillars emerge and begin to eat. This is the larva stage.

Reading – Level Match

K = Level 5 (Read aloud)

Gr. 1-3 = Level 4/5

Gr. 4 -6 = Level 3

Gr. 7-9 = Level 2

Gr. 10-12 = Level 2

In the spring, the adult lays eggs on a leaf. When the eggs hatch, tiny little caterpillars emerge and begin to eat. This is the larva stage.

- Teachers scan the text to understand the approximate ELP level needed to comprehend the passage.
- Teachers can provide a range of texts to match the ELP of the English language learners in their class.

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Reading – Level Match

Analyze these text samples:

- Sentence types & length

- Vocabulary

- Discourse

Determine ELP level of student in your division to understand these samples,

1. Arachnids have an exoskeleton like all arthropods. A joint-legged invertebrate animal is the class to which arachnids belong.

2. A spider has 4 pairs of legs. It has two body parts. It has a head and an abdomen. It's spinnerette makes a web.

3. A spider has 8 legs. It spins a web. It eats bugs.

Writing

The process of **writing** involves exploring, shaping and recording one's thoughts and communicating them through various text forms to particular audiences using appropriate tone and voice.

The writing process involved conventions such as:

- spelling
- punctuation
- grammar
- syntax (sentence structure)
- word choice

Writing

Editing is the process of reviewing, revising and refining a text for the purpose of improving it based on:

- English language conventions (spelling, punctuation and grammar)

- word choice

- the form of the text

- the intended audience and purpose

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Writing – Competency Match

Look at the samples of text.

What language features do you notice?

1. This catarpilr is fat. It eat all the lef. Then it make cokon. It grow to a buttrfli.

2. The life cycle of a butterfly starts with the egg stage. When it comes out it is a caterpillar. That's called the larva stage.

Writing – Language identification

- vocabulary
- grammar
- discourse

1. This catarpilr is fat. It eat all the lef. Then it make cokon. It grow to a buttrfli.

2. The life cycle of a butterfly starts with the egg stage. When it comes out it is a caterpillar. That's called the larva stage.

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Writing – Competency Match

Find Writing in the Benchmarks in the division you teach.

Look at Linguistic-Vocabulary and Linguistic-Syntax.

What is the ESL proficiency level of these two samples in the grade(s) you are teaching?

1. This catarpilr is fat. It eat all the lef. Then it make cokon. It grow to a buttrfli.

2. The life cycle of a butterfly starts with the egg stage. When it comes out it is a caterpillar. That's called the larva stage.

Tracking Sheets

Tracking sheets are available to record observations for individual students.

- It can take 5 to 7 years to become proficient
- a student may take 6 – 24 months to move levels in a particular competency.
- Students may regress after a lengthy absence or if the academic complexity increases.
- Students may show strength in different competencies and proficiency may vary by competency.

Reporting

Use the Benchmarks to assist you in writing comments related to language proficiency for individual students.

- In his writing, Hassan uses the new vocabulary that he has learned. He writes in simple sentences and adds some detail. He can sequence his ideas logically.

- Shujin speaks using familiar words. She speaks in short one to four word phrases and simple sentences. She asks and answers simple questions.

Thank You

ESL Benchmarks

www.learnalberta.ca (search word ESL)

ESL Information

http://education.alberta.ca/teachers/program/esl.aspx

Mike.Ettrich@gov.ab.ca

Kathy.Salmon@gov.ab.ca